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AUTHOR Woodin, Ralph J.
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ABSTRACT

A fifth annual study of the supply and demand for teachers of vocational agriculture was conducted to determine: (1) the number of graduates qualified for teaching, (2) the number of graduates entering various teaching and non-teaching positions, (3) the number of teaching positions requiring replacement during the previous year, (4) the number of teachers holding emergency or temporary certificates, (5) positions in new types of programs, and (6) teachers needed by 1975. Head state supervisors and teacher educators responded to a questionnaire in August 1969. Some findings were: (1) A turnover of 11.2 percent required 1,181 teachers for replacements and for new teaching positions, (2) 121 teachers were needed but not available August 1, 1969, (3) 60 departments could not operate during the 1969-70 school year because of the teacher shortage, (4) 278 teachers taught with temporary or emergency teaching certificates, (5) positions in teaching increased from 10,606 to 11,157, (6) 1,566 teachers were qualified by 77 institutions, and (7) 891 of the qualified teachers assumed teaching positions. Five-year data nationally and by region is reported. This study updates the information in ED 028 272. (DM)

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SUPPLY AND DEMAND FOR TEACHERS OF VOCATIONAL AGRICULTURE IN 1969

A Staff Study by Ralph J. Woodin

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SUPPLY AND DEMAND FOR TEACHERS OF VOCATIONAL AGRICULTURE IN THE UNITED STATES FOR THE 1968-69 SCHOOL YEAR

For the past five years the Agricultural Education Division of the American Vocational Association has made a nationwide effort to recruit teachers of vocational agriculture. This effort was brought about by the serious shortage of teachers in this field during the decade of the sixties.

The major thrust of this effort has been an attempt to have teachers interest some of their better students in the possibilities of teaching vocational agriculture. To this end a variety of activities have been developed including state recruitment committees, materials for distribution to teachers, and recognition for those teachers who were successful in recruitment.

To aid in planning recruitment activities and to evaluate the results of recruitment efforts, studies of supply and demand of teachers of vocational agriculture have been made each year since 1965. This is the fifth annual report of the supply and demand of teachers of vocational agriculture. This year's study is a continuation of studies of previous years, but with additional information on types of teaching positions in the nation.

Purposes

The specific purposes of this study were:

1. To determine the number of graduates in Agricultural Education in the United States who were qualified for teaching during the 1968-69 school year.
2. To determine the number of graduates entering various teaching and non-teaching positions.

3. To determine the number of vocational agriculture teaching positions requiring replacements during the previous year.

4. To determine the number of teachers holding emergency or temporary certificates.

5. To determine the number and types of positions in teaching vocational agriculture including those involving new types of programs.

6. To secure an estimate of the number of teachers which would be required by the year 1975.

Procedures Used in the Study

This study is based upon information supplied by head state supervisors and teacher educators in all institutions preparing teachers of vocational agriculture. Each of these persons received a questionnaire about August 1, 1969 in which they were asked to provide information regarding numbers of graduates qualified and number of teaching positions available in vocational agriculture. A copy of the questionnaire for supervisors and teacher educators is included in the Appendix.

Responses were received from every state and every institution preparing vocational agriculture teachers in the United States. The data were then tabulated and certain comparisons made with the earlier studies.

MAJOR FINDINGS

The demand for teachers of vocational agriculture in the nation as a whole is shown in Table 1. Last year a turnover of 11.2% required 1,181 teachers for replacements and for new teaching positions. This table shows a serious teacher shortage existed in that 121 teachers were needed but not available August 1, 1969, and that 60 departments could not operate during the 69-70 school year. Still another indication of the shortage was the fact that 278 teachers taught with temporary or emergency teaching certificates.

The number of positions in teaching showed some increase with 11,157 reported compared to 10,606 for the previous year. The figures for the two years are not quite comparable due to the fact that this year's questionnaire included a category for teachers of agricultural technicians, while the previous year included them with teachers of vocational agriculture. This year's count should be a more accurate figure in terms of teachers of vocational agriculture.

TABLE 1

NUMBER OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN THE UNITED STATES IN 1969

Item	Number	Percent
Total positions as of 6/30/69	10,560*	
New and replacement positions filled during 1968-69 school year	1,181	11.2
New positions added during 1968-69 school year	299	2.8
Teachers needed but unavailable 8/1/69	121	1.1
Number of newly qualified teachers available 8/1/69	80	.8
Teachers with temporary or emergency certificates	278	2.6
Departments which will not operate in 1969-70 because of the teacher shortage	60	.6
Estimated number of teaching positions by 1975	12,443	117.8

*Does not include 597 positions in technical institutes and community colleges.

Supervisors were also asked to project the number of teaching positions in their states by 1975. They projected an increase of 1,883 positions, or an annual increase in positions of 376.

Supply of Agricultural Education Graduates

A total of 1,566 teachers were qualified by 77 institutions last year and of these, 891 assumed teaching positions in vocational agriculture representing 56.9% of the total. Nearly 43% of those qualified, however, entered other fields. The largest number 11.4% began teaching other subjects, 9.3% entered graduate work, 8.4% entered the armed forces, 7.6% entered other occupations, and only 6.4% entered farming or farm sales, services and supply.

TABLE 2

FIRST OCCUPATIONS OF 1968-69 GRADUATES OF AGRICULTURAL EDUCATION

Occupation	Number	Percent
Teaching Vocational Agriculture	891	56.9
In Armed Forces	132	8.4
Graduate Work	146	9.3
Other Work	119	7.6
Teaching Other Subjects	179	11.4
Farm Sales, Service or Supply	41	2.7
Farming	58	3.7
TOTAL	1,566	100.

A number of reasons may explain why 43% of those qualified for teaching vocational agriculture entered other positions. Their training probably made them valuable for other positions in the agricultural industry, it could be expected that the interest of some of these persons changed so that teaching was less to their liking than they had expected. Teachers salaries may have been too low in some situations to compete with other positions, military

service might influence not only those entering the armed forces but might also affect the number of teachers entering graduate work.

TABLE 3

PERCENTAGES OF AGRICULTURAL EDUCATION GRADUATES ENTERING VARIOUS OCCUPATIONS

Occupation	1965	1966	1967	1968	1969
Teaching Vocational Agriculture	64.6	61.4	60.2	61.6	56.9
Graduate Work	9.2	10.0	12.4	7.8	9.3
Other Work	4.7	8.2	7.2	7.8	7.6
In Armed Forces	6.7	7.0	5.5	10.3	8.4
Teaching Other Subjects	6.2	5.4	8.2	7.5	11.4
Farm Sales, Service or Supply	5.6	5.4	3.2	2.0	2.7
Farming	3.0	2.6	3.3	3.0	3.7
Total Number Qualified	1038	1151	1233	1314	1566

Table 3 shows a comparison of the number of qualified graduates entering various occupations over a five-year period. In addition to the decrease in percentage of those entering vocational agriculture teaching, it should be noted that there has been a considerable increase in the number entering teaching of other subjects. At the same time, there has been a rather marked decrease in the number of persons entering farm sales, service and supply, and farming or ranching.

On the basis of five years of study, it appears that recruitment efforts should be planned in terms of expecting about only 60% of those qualified to enter teaching. However, although this makes the task of recruitment greater it may result in better teachers in that those who enter teaching do so because this is their first choice for their life's work.

Comparative Enrollments in Agricultural Colleges and in Agricultural Education

Numbers of persons qualified for teaching vocational agriculture have increased rapidly during the past five years following a decline in numbers from 1959 to 1964. Since there should be a relationship between the number of vocational agriculture teachers qualified and the number of persons enrolled in Agricultural Colleges a comparison was made of these enrollments. Teacher educators were asked to give enrollments in their Agricultural Colleges for the academic years 1959-60, 1964-65, and 1968-69. Of the 77 institutions, only 71 were able to report all of these figures and this table is based upon these returns.

Table 4, and Figure 1, show that during the past decade enrollments in Agricultural Colleges increased steadily. Using 1959-60 as a base, enrollment rose to an index of 116.6 in 1964-65, and rose further to an index of 155.8 in 1968-69. In marked contrast during the early part of the sixties, enrollment in Agricultural Education decreased significantly. Assigning the 1959-60 school year a base of 100, numbers qualified in Agricultural Education had declined to an index of 83.8 by the 1964-65 school year. A marked increase in Agricultural Education graduates had occurred by 1968-69 when the index rose of 118.2.

TABLE 4

ENROLLMENT IN COLLEGES OF AGRICULTURE
COMPARED WITH NUMBERS QUALIFIED IN AGRICULTURAL EDUCATION
1959-1969

Academic Year	Enrollment in Agriculture		Percent	Number Qualified in Agricultural Education		Percent	% of Agr. Enrollment
1959-60	33,968	=	100%	1,324	=	100%	3.9
1964-65	39,623		116.6	1,110		83.8	2.8
1968-69	52,935		155.8	1,566		118.2	3.1

These figures show that during the past five years the number of persons qualified in Agricultural Education have increased faster than enrollments in agriculture. The percentage increase in agricultural enrollments for this period was 34% while the percentage increase for those qualified for teaching vocational agriculture was more than 41%.

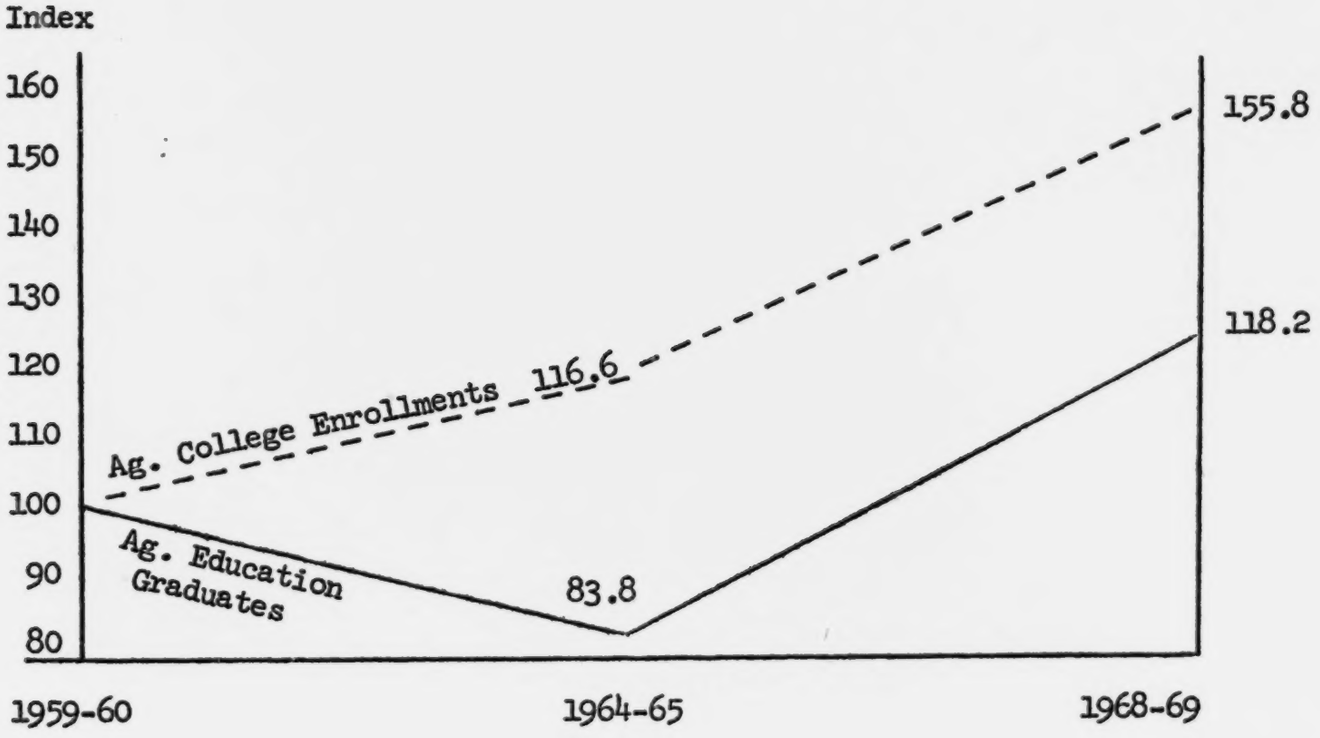

Figure 1. Comparison of Agricultural College enrollments and numbers qualified for teaching vocational agriculture.

A Five-Year Comparison of Teacher Supply and Demand

A five-year comparison of teacher supply and demand shows that during the period since 1965 there has been a steady increase in the number of positions in teaching vocational agriculture. This increase represents the national picture but there has been considerable variation from state to state.

TABLE 5

A FIVE YEAR COMPARISON OF SELECTED INFORMATION ON SUPPLY AND DEMAND OF TEACHERS OF VOCATIONAL AGRICULTURE

	Total No. of Positions	Teachers Needed but Not Available August 1	Total Qualified for Teaching	Percent Qualified Entering Vo-Ag Teaching
1965	10,378	120	1,038	64.6
1966	10,325	162	1,151	61.4
1967	10,221	232	1,233	60.2
1968	10,606	141	1,314	61.6
1969	10,560*	121	1,566	56.9

* The figure for 1969 does not include 597 teachers of vocational technical agriculture in technical institutes, community colleges and similar institutions.

A few states have lost as many as 100 teaching positions during this period of time, but this loss has been more than compensated for by other states who have added a similar number of teaching positions during this same period.

The seriousness of the teacher shortage reached its heighth in 1966-67 according to the table, and since that time an increasing number of teachers have become available and the number of teachers needed has been somewhat reduced.

The number of persons qualified for teaching has shown a steady increase during this five-year period. As previously noted, this increase has been greater than increases in enrollments in Agricultural Colleges.

Unfortunately, the percent of qualified persons entering vo-ag teaching has decreased during the period. This decrease has ranged from 64% entering the profession in 1965 to 57% entering in 1969.

A number of factors have probably contributed to this decrease, including military service and the high rate of employment of those graduates who wished to enter any one of a number of occupations related to agriculture.

Types of Teaching Positions in Vocational Agriculture

Some of the changing responsibilities of teachers of vocational agriculture are shown in Table 6. This table shows that by far the largest number of teachers, representing nearly 65%, teach both high school and continuing education classes for adults and young farmers. Only 242 teachers were full time teachers of adult and young farmer classes. The comprehensive or general high school was the institution in which vocational agriculture departments were located in over 96% of the cases. Only about 4% of teachers were in area vocational schools, and less than one half of 1% were in vocational high schools. About 70% of the teachers were in single teacher departments, which was about the same as last year.

In terms of the kind of programs taught, the percent of full time production agriculture programs decreased from about 60% in 1967-68 to about 40% in 1968-69. At the same time, the number of teachers teaching part-time production agriculture with one or more classes in specialized programs such as Agricultural Supply, Agricultural Mechanics, etc. represented 37% of the total--this represented a substantial increase over the previous year.

TABLE 6

TYPES OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN 1969

Type of Position	Number	Percent
By Kind of Students		
Teachers of adult and young farmer classes only	242	2.3
Teachers of high school classes only	3470	32.9
Teachers of both high school and out-of-school classes (adult and/or young farmer classes)	6848	64.8
Teachers of agriculture in Community or Junior Colleges, or Technical Institutes	597	
By Kind of School		
Teachers in general or comprehensive high schools	10,101	95.7
Teachers in area vocational schools	403	3.8
Teachers in vocational high schools	56	.5
By Size of Staff		
Teachers in single teacher departments	7,355	69.6
Teachers in multiple teacher departments	3,205	30.4
By Kind of Programs		
Teachers in full time production agriculture programs	4,202	39.8
Teachers in part-time production agriculture programs and had one or more classes in specialized programs such as: Agricultural Supplies, Agricultural Mechanics, etc.	3,954	37.4
Teachers in full time specialized programs such as: Agricultural Supplies, Agricultural Mechanics, Agricultural Products, etc.	626	6.0
Teachers in some combination of agricultural and academic subjects	1,778	16.8

The number of teachers in full time specialized teaching programs such as: Agricultural Supplies, Agricultural Mechanics, Agricultural Products, etc. still remained low. Only 636 full time positions existed, and this represented only 6% of the total.

An additional group of nearly 1800 teachers taught some combination of agricultural and academic subjects. Further information on the type of agricultural programs offered by these teachers was not available.

Teaching Positions by States and Regions

A comparison of the numbers of teaching positions in each of the states and regions is shown in Table 7. The number of teacher replacements was highest in the Central Region which required 499 teachers, followed by the Southern Region which needed 406. The Atlantic Region had need for 112 teachers, and the Pacific Region required 164.

The states with the largest numbers of teachers included Texas with 1,159, followed by North Carolina with 600, California with 544, Illinois with 453, Alabama with 390, and Oklahoma with 385.

The number of new positions in teaching vocational agriculture was highest in the Central Region with 88 new positions, followed by the Southern Region with 50, the Pacific Region with 28, and the Atlantic Region with 27.

States adding the largest number of new teaching positions in vocational agriculture included Ohio with 55, Texas with 24, Florida with 21, California with 13, Minnesota with 12, and Virginia with 10.

The most acute shortages of teachers in 1969 were reported in Virginia, Florida, South Carolina, South Dakota, California, and North Carolina. These six states alone were short 60 teachers on August 1, 1969.

TABLE 7

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST 1969

State	Total Positions 8/1/69	Number of New and Replacement Teachers Employed to 8/1/69	Teachers Still Needed 8/1/69	Total Teachers Needed	Estimated Number of Teachers Needed by 1975	New Positions Added During Past Yr.
		North Atlantic Region				
Pennsylvania	287	37	1	38	325	5
New York	285	15	0	15	310	5
West Virginia	97	12	2	14	99	1
Maryland	70	3	0	3	78	0
Massachusetts	56	9	1	10	64	1
Connecticut	44	6	0	6	48	4
New Jersey	28	4	1	5	42	1
Vermont	27	10	1	11	40	4
Delaware	19	2	1	3	25	0
Maine	16	7	2	9	22	2
Rhode Island	12	4	0	4	18	3
New Hampshire	11	3	0	3	17	1
TOTAL FOR REGION	952	112	9	121	1088	27

TABLE 7 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AGUSUT 1969

State	Total Positions 8/1/69	Number of New and Replacement Teachers Employed to 8/1/69	Teachers Still Needed 8/1/69	Total Teachers Needed	Estimated Number of Teachers Needed by 1975	New Positions Added During Past Yr.
		Central Region				
Illinois	453	79	0	79	550	- 1
Ohio	407	93	6	99	600	55
Minnesota	390	53	2	55	460	12
Wisconsin	320	43	0	43	330	6
Kentucky	283	33	5	38	290	1
Indiana	268	32	0	32	330	3
Missouri	252	10	3	13	270	4
Iowa	242	50	1	51	260	- 1
Michigan	195	20	3	23	225	- 1
Kansas	183	28	1	29	300	- 1
Nebraska	121	22	0	22	135	3
North Dakota	72	17	1	18	100	4
South Dakota	68	19	8	27	76	0
TOTAL FOR REGION	3254	499	30	529	3926	84

TABLE 7 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST 1969

State	Total Positions 8/1/69	Number of New and Replacement Teachers Employed 8/1/69	Teachers Still Needed 8/1/69	Total Teachers Needed	Estimated Number of Teachers Needed by 1975	New Positions Added During Past Yr.
			Pacific Region			
California	544	55	8	63	600	13
Washington	212	22	2	24	214	5
Oregon	129	21	6	27	135	1
Colorado	73	16	1	17	90	3
Idaho	71	5	0	5	80	- 1
Utah	63	5	1	6	70	2
New Mexico	62	11	1	12	67	0
Montana	61	9	1	10	70	2
Arizona	52	10	1	11	70	2
Wyoming	51	2	0	2	52	- 2
Hawaii	31	3	0	3	35	0
Nevada	16	5	0	5	22	0
TOTAL FOR REGION	1365	164	21	185	1505	25

TABLE 7 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST 1969

State	Total Positions 8/1/69	Number of New and Replacement Teachers Employed to 8/1/69	Teachers Still Needed 8/1/69	Total Teachers Needed	Estimated Number of Teachers Needed by 1975	New Positions Added During Past Yr.
		Southern Region				
Texas	1,159	109	0	109	1650	24
North Carolina	600	25	8	33	625	- 7
Alabama	390	31	0	31	550	- 1
Oklahoma	385	6	0	6	415	- 4
Georgia	361	33	3	36	400	- 1
Virginia	340	18	9	27	375	10
Florida	308	54	12	66	429	21
Mississippi	302	24	3	27	290	10
Louisiana	296	24	6	30	300	0
Arkansas	295	33	3	36	290	- 4
South Carolina	284	25	15	40	300	0
Tennessee	269	24	2	26	300	2
TOTAL FOR REGION	4,989	406	61	467	5924	50
TOTAL FOR THE UNITED STATES	10,560*	1,181	121	1,302	12,443	186

* Plus 597 in Junior Colleges and Technical Institutes - making a grand total of 11,157

Agricultural Education Graduates
by States and Regions

Table 8 presents a brief summary of the numbers qualified in Agricultural Education and their placement by state and region in 1969.

There was a close relationship between the regions with the largest number of teaching positions and those producing the largest number of qualified graduates. The Southern Region had 4,989 teaching positions and produced 696 qualified graduates of which 355 were placed in teaching, representing 51.1% of the total. In contrast the Pacific Region had only 1,365 teaching positions, prepared 191 teachers of which 137 were placed in teaching vocational agriculture, representing a placement rate of 72%. The Central Region was midway between the Southern and Pacific Regions and rate of placement was 61.4% and the Atlantic Region had the lowest percent of placement with only 51% of the 104 qualified graduates taking positions in teaching vocational agriculture.

Of the 77 institutions preparing teachers of vocational agriculture the five institutions with the largest number of qualified graduates in Agricultural Education in 1969 were: Ohio State University with 71, Oklahoma State University with 67, Illinois State University with 54, Sam Houston College with 52, and Texas A & M with 48.

In most of the states one university has been designated for preparation for teaching vocational agriculture. States with more than one institution preparing teachers of vocational agriculture include: Texas with 9 different institutions preparing teachers of vocational agriculture; Illinois with 4, Alabama, Arkansas, Louisiana and Wisconsin with 3; California, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee and Virginia with 2.

States which qualified the largest number of teachers of vocational agriculture in 1969 include: Texas 286, Illinois 108, Ohio 71, Oklahoma 67, Wisconsin 63, Alabama 63, California 52, Kentucky 51, Mississippi 49, and Iowa 44. Among these 10 states with the largest number of teachers, 7 states had more than one institution engaged in the preparation of teachers of vocational agriculture.

TABLE 8

PLACEMENT OF AGRICULTURAL EDUCATION GRADUATES
BY REGIONS IN 1969

Region	Teaching Positions	Number Qualified Graduates	Number Placed in Teaching Vo-Ag	% Placed in Teaching Vo-Ag
Southern	4989	696	355	51.1
Central	3254	575	351	61.4
Pacific	1365	191	137	72
North Atlantic	952	104	53	51

TABLE 9

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1968-69 SCHOOL YEAR

State	Institutions Reporting	Numbers of Qualified Graduates, 1968-69 School Year: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
	North Atlantic Region				
Connecticut	University of Connecticut	2	0	1	3
Delaware	University of Delaware	3	0	3	6
Maine	University of Maine	0	0	0	0
Maryland	University of Maryland	1	0	1	2
	Maryland State College	0	0	7	7
Massachusetts	University of Massachusetts	2	0	2	4
New Hampshire	University of New Hampshire	4	0	2	6
New Jersey	Rutgers University	1	1	3	5
New York	Cornell University	8	4	10	22
Pennsylvania	Penn. State University	15	2	5	22
Rhode Island	University of Rhode Island	1	4	3	8
Vermont	University of Vermont	0	1	1	2
West Virginia	West Virginia University	11	3	3	17
TOTAL FOR REGION		48	15	41	104

TABLE 9 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1968-69 SCHOOL YEAR

State	Institutions Reporting	Numbers of Qualified Graduates, 1968-69 School Year			Total Qualified Graduates
		Teaching Vo-Ag	In Armed Forces	Otherwise Employed	
		Central Region			
Illinois	Illinois State University	27	3	24	54
	Southern Illinois University	14	2	14	30
	University of Illinois	13	1	4	18
	Western Illinois University	2	2	2	6
Indiana	Purdue University	31	2	11	44
Iowa	Iowa State University	30	4	10	44
Kansas	Kansas State University	11	3	13	27
Kentucky	Murray State University	14	2	11	27
	University of Kentucky	13	4	7	24
Michigan	Michigan State University	15	0	10	25
Minnesota	University of Minnesota	27	1	8	36
Missouri	University of Missouri	20	4	7	31
Nebraska	University of Nebraska	28	3	11	42
North Dakota	North Dakota State University	7	3	3	13
Ohio	Ohio State University	45	6	20	71
South Dakota	South Dakota State University	11	4	5	20
Wisconsin	University of Wisconsin	3	0	3	6
	Wisconsin State Univ. - River Falls	21	1	14	36
	Wisconsin State Univ. - Platteville	19	1	1	21
TOTAL FOR REGION		351	46	178	575

TABLE 9 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1968-69 SCHOOL YEAR

State	Institutions Reporting	Numbers of Qualified Graduates, 1968-69 School Year			Total Qualified Graduates
		Teaching Vo-Ag	In Armed Forces	Otherwise Employed	
		Pacific Region			
Arizona	University of Arizona	11	1	3	15
California	California State Polytechnic	23	2	0	25
	Univ. of California, Davis	20	1	6	27
Colorado	Colorado State University	13	1	1	15
Idaho	University of Idaho	11	1	1	13
Montana	Montana State University	6	3	5	14
Nevada	University of Nevada	1	0	1	2
New Mexico	New Mexico State University	10	2	12	24
Oregon	Oregon State University	10	0	1	11
Utah	Utah State University	12	2	6	20
Washington	Washington State University	12	0	0	12
Wyoming	University of Wyoming	8	0	5	13
TOTAL FOR REGION		137	13	41	191

TABLE 9 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1968-69 SCHOOL YEAR

State	Institutions Reporting	Numbers of Qualified Graduates, 1968-69 School Year			Total Qualified Graduates
		Teaching Vo-Ag	In Armed Forces	Otherwise Employed	
		Southern Region			
Alabama	Alabama A & M College	2	0	14	16
	Auburn University	24	2	14	40
	Tuskeegee Institute	1	0	6	7
Arkansas	A. M. & N. College	2	0	2	4
	Arkansas State University	17	0	1	18
	University of Arkansas	18	0	3	21
Florida	Florida A & M University	5	0	2	7
	University of Florida	22	1	3	26
Georgia	Fort Valley State College	2	1	2	5
	University of Georgia	17	0	3	20
Louisiana	Louisiana State University	6	0	6	12
	Southern Louisiana	0	0	1	1
	University of S. W. Louisiana	3	0	10	13
Mississippi	Alcorn A & M College	6	0	14	20
	Mississippi State University	13	1	15	29
North Carolina	North Carolina State University	15	0	2	17
	A & T State University	3	3	4	10
Oklahoma	Oklahoma State University	40	10	17	67

Puerto Rico (no report)

TABLE 9 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1968-69 SCHOOL YEAR

State	Institutions Reporting	Numbers of Qualified Graduates, 1968-69 School Year			Total Qualified Graduates
		Teaching Vo-Ag	In Armed Forces	Otherwise Employed	
	Southern Region (continued)				
South Carolina	Clemson University	7	2	11	20
	South Carolina State College	6	1	3	10
Tennessee	Tenn. A & I State University	2	0	2	4
	University of Tennessee	6	0	2	8
Texas	Texas A & M University	11	13	24	48
	East Texas State University	30	1	16	47
	Prairie View A & M College	0	2	5	7
	Sam Houston College	14	7	31	52
	South West Texas State College	4	2	4	10
	Stephen F. Austin State College	6	1	15	22
	Tarleton State College	15	3	25	43
	Texas College of A & I	8	4	3	15
	Texas Technological College	21	2	19	42
Virginia	Virginia State College	5	1	0	6
	Virginia Poly Institute	24	1	4	29
TOTAL FOR REGION		355	58	283	696
TOTAL FOR UNITED STATES		891	132	543	1566

SUMMARY

This year's study of supply and demand indicates that considerable progress has been made in meeting the demand for teachers of vocational agriculture, but that such efforts must be continued in view of the present short supply of teachers.

A record number of persons were qualified for teaching vocational agriculture in the United States in 1969. This group of 1,566 was the largest qualified in any one of the past five years. This gain in teacher supply can be attributed to a concerted and united recruitment effort of the profession during the past five years.

A slow but steady growth in vocational agriculture in the nation has taken place. Most of this growth has been in high school teaching positions, but about 5% of all positions in 1969 were those in teaching agricultural technicians.

Although there was a steady growth in the number of positions in the nation as a whole, there was considerable variation from state to state. During the past five years a number of states have shown steady and consistent growth, but this has been offset by other states who have had reductions in the numbers of vocational agriculture positions. These reductions have generally taken place in states which have been involved in extensive school consolidation programs.

Apparently only about 60% of those qualified for teaching vocational agriculture can be expected to enter the profession. This year only 57% of those qualified entered teaching, which was lower than for any previous year. This low percentage of persons entering teaching makes the task of recruitment larger and is probably caused by the availability of employment opportunities in a wide variety of agricultural areas.

A high rate of turnover continues to add to the demand for teachers of vocational agriculture. Last year this percent of turnover was higher than usual, totaling 11%. This high turnover rate is probably brought about in part by better salaries in competing fields other than teaching. This in turn varies from among the states and regions.

Most vocational agriculture positions were filled by fully qualified persons holding bachelors degrees. In spite of the teacher shortage less than 1% of the teachers held temporary or emergency teaching certificates.

Most positions in teaching vocational agriculture were in general or comprehensive high schools and 70% of the positions involved teaching adults and young farmers as well as high school students. The number of teachers in multiple teacher departments continued to represent about 30% of the total.

Specialized programs of agricultural education were being offered by more teachers in 1969. Nearly half of all teachers were offering specialized courses in such areas as: Agricultural Business and Services, Ornamental Horticulture, and Agricultural Mechanics in 1969. This represents a considerable increase over the previous year when only about one third of all teachers were offering such courses. Most of these new programs, however, were offered by part-time rather than full time teachers. Only 626 teachers were employed full time in teaching in the new specialized programs.

This series of studies suggests that a short supply of teachers of vocational agriculture will probably be in the picture for the next several years and that a determined recruitment effort on the part of the profession can do much to meet the situation. It appears that teachers of vocational agriculture, assisted and supported by the entire profession

of Agricultural Education, can markedly increase the supply of qualified teachers of vocational agriculture. It has been demonstrated that this can be done without lowering certification standards or turning to any easy solution of the problem of teacher shortage.

In addition to recruitment of high school students for teaching, it would appear that attention should be given to increasing the number of qualified persons entering teaching immediately upon graduation. Students who graduate at a time of year when jobs in teaching are not available readily find jobs in other areas. A more serious effort to match men and jobs should result in increasing the number of qualified graduates entering teaching.

An additional effort which could increase the teacher supply would be to increase the holding power of this position. Probably the job needs to be made more attractive in terms of salary and job description in order to hold a higher percent of our most successful teachers of vocational agriculture.

The Advisory Committee to the Agricultural Education Division of the American Vocational Association, in February of 1969, recommended a goal of 1,800 persons qualified each year for teaching vocational agriculture as a means of meeting the teacher shortage. It appears that within the next year or two this goal can be reached. If it is reached it will require a continuation of the national effort which has so well demonstrated its usefulness during the past five years.

Return to: Dr. Ralph J. Woodin, Professor
Room 203, Agricultural Administration Building
The Ohio State University
2120 Fyffe Road
Columbus, Ohio 43210

By August 15, 1969

SURVEY OF TEACHER SUPPLY AND DEMAND IN VOCATIONAL AGRICULTURE

Name_____ Position_____ State_____

1. Number of teachers of vocational agriculture in your state during the 1968-69 school year. _____

2. Number of replacements needed for the above teachers during the past year. _____

3. Number of new and additional positions in teaching vocational agriculture which became available during the past year (7/1/68 to 6/30/69). _____ Number of positions discontinued. _____ Net gain in number of positions during past year. _____

4. Number of newly qualified candidates for teaching vocational agriculture still available (8/1/69). _____

5. Number of vocational agriculture teachers still needed (8/1/69) but not available. _____

6. Number of vocational agriculture teachers last year who held emergency or temporary certificates. _____

7. Number of departments which probably will not operate this year because of the teacher shortage. _____

8. Estimated total number of teaching positions in vocational agriculture in full-time equivalents in your state by 1975. _____

9. Of the total number of vocational agriculture teachers reported in Item 1, how many teachers:

   9.1 taught adult and young farmer classes only _____.

   9.2 taught high school classes only _____.

   9.3 taught both high school and out-of-school classes (adult and/or young farmer classes) _____.

   (9.1 + 9.2 + 9.3 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

9.5 taught in general or comprehensive high schools _____.

9.6 taught in vocational high schools _____.

9.7 taught in area vocational schools _____.

(9.5 + 9.6 + 9.7 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

9.8 taught in single teacher departments _____.

9.9 taught in multiple teacher departments _____.

(9.8 + 9.9 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

9.10 taught full time in production agriculture programs _____.

9.11 taught part time in production agriculture programs and had one or more classes in specialized programs such as: Agricultural Supplies, Agricultural Mechanics, Agricultural Products (processing), Ornamental Horticulture, Agricultural Resources and Recreation, and Forestry _____.

9.12 taught full time in programs such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products (processing), Ornamental Horticulture, Agricultural Resources and Recreation, and Forestry _____.

9.13 taught some combination of agricultural and academic subjects _____.

(9.10 + 9.11 + 9.12 + 9.13 should equal the number of teachers reported in Item 1.)

10. In addition to the teachers of vocational agriculture reported in Item 1, how many teachers were employed as teachers of agriculture in:

Community or Junior Colleges _____.

Technical Institutes _____.

POST CARD SURVEY FOR TEACHER EDUCATORS

Number qualified for teaching vocational agriculture from your college or university 6/30/68 to 7/1/69 _____.
Number who were qualified in these academic years:
1959-60 _____; 64-65 _____.
Of these qualified in 1969, how many entered the following occupations:

Teaching Vo-Ag	_____	Farming	_____
Teaching other subjects	_____	Graduate work	_____
Farm sales, service or supply	_____	Armed Forces	_____
		Other	_____

Total enrollment in agriculture including agricultural education in your institution for the year 1959-60_____; 1964-65 _____; 1968-69_____.
Signed _____Institution _____